

APPENDIX 4

DMPS Alternative Teacher Contract Terms

The District proposes these alternative contract terms in order to meet the changing needs of our students, the changing needs of the teaching profession and to fulfill the requirements of the PLAS Transformation Model memorandum agreed to by the DMEA and the District. The District recognizes that the students served by the DMPS staff are increasingly diverse in terms of ethnicity, native language, and socio-economic status and that the demands placed on our teachers require a higher level of focused support, especially for teachers new to the profession. The District also recognizes that teachers are necessary contributors to our students' and schools' success. Teachers need to have a voice in the leadership process of school improvement efforts, especially in our most challenged schools.

These alternative contract terms provide for comprehensive support for teachers in their first four years. To successfully provide this support, district staff needs more time with those new to the profession. While this contract is designed to help the district better serve its students by providing professional development and coaching in those areas where teachers are most in need of support, it is also designed to compensate teachers at a higher salary to recognize the additional demands on teacher time, attract top talent, and keep these new teachers in the profession for the long-term; there are no throw-away teachers.

At the end of six years, teachers will have earned a master's degree through curriculum developed collaboratively among the district, the DMEA, and the accredited institution of higher learning. Courses will be taught primarily by DMPS teachers and administrators with a focus on developing teacher efficacy. Upon completing the program, teachers will be uniquely positioned for career success as an educator in an urban setting and be very well-equipped to meet the needs of the increasingly diverse student body. Further, the support structures and professional development opportunities provided by the district will provide more opportunities for district teachers and administrators to collaborate in the interest of building social capital and organizational effectiveness.

The District will allow any first year teacher in 2012-2013 and future years to opt into these alternative contract terms. Teachers choosing these alternative contract terms shall continue under these terms through their first eight years of employment as a teacher with the District. If after four years in the program, teachers wish to opt out, they may do so by submitting written notification to the DMEA president and to the Executive Director of Human Resources by April 1 of their fourth year. Additional requests to opt out will be considered on a case-by-case basis.

Article	Summary of changes from current contract applicable to participants
I	Current Contract

II	Current Contract
III	Current Contract
IV.	Current Contract
V.	Current Contract
VI.	Current Contract
VII.	Current Contract
VIII.	Current Contract
IX.	<p>Teachers in their first three years in the district will be evaluated each year by a team consisting of their principal, and two others: SIL, district curriculum coordinator, vice-principal, principal from another building, or a district executive director, with the principal serving as the evaluator of record. All members of the evaluation team should be certified as evaluators.</p> <p>Each teacher shall be formally observed by his/her employer for the purpose of evaluation at least two times during the first semester of each year and at least one time during the second semester of each year.</p> <p>Teachers in their first three years in the district will be assigned a support team consisting of at least three persons who will not serve as evaluators for the teacher. The team will consist of an administrator, one teacher in the same content area or grade level, and one mentor teacher in the same building, determined by the building principal. The purpose of this support team is to provide mentorship and non-evaluative support. A teacher or the teacher's support or evaluation team may request a fourth year of support. Extending the support is not equivalent to an extension of the probation period in Iowa Code 279.19.</p> <p>(Note: A support team could theoretically mentor several teachers in their first three years in the district, as long as care is taken to ensure that team members are not over-burdened, mentees have access to quality mentorship, and the membership of the team is consistent with the above-mentioned stipulations.)</p> <p>Teachers in years four through eight in the district will be evaluated each year by their principal or vice-principal.</p>
X.	<p>It is the expectation that teachers in their first eight years in the district do not transfer. Teachers may be allowed one transfer in their first eight years. To initiate a transfer, teacher must interview with a representative from the Human Resources Department to determine the reason for the transfer. The teacher may also request an interview with the DMEA. The transfer decision will be made by the Human Resources Department after the teacher interviews with the requested school's leadership team. Additional transfer requests will be considered by the Employer on a case-by-case basis and will be based on the needs of the teacher and the needs of the school system as determined by the Employer.</p> <p>It is the intent of the District to keep teachers in their original assignment. During times of reduction in force, teachers may be transferred by the Employer.</p>
XI.	Current Contract
XII.	<ul style="list-style-type: none"> Teachers in their first four years in the district shall participate in a series of district provided professional development courses developed collaboratively among the district and the DMEA, to include, but not be limited to: working with students in poverty, working with ELL students, data teams, writing to learn, standards-based assessment, gradual-release instructional model, and classroom management. Starting in the second semester of year four, teachers will begin coursework that counts toward their master's

	<p>degree as outlined below.</p> <ul style="list-style-type: none"> • Successful completion of this collaboratively-established curriculum will fulfill the prerequisites and a portion of the course requirements for a master's degree in effective teaching offered through DMPS in cooperation with an accredited institution of higher education. • If teacher successfully completes four years of teaching and completes the district professional development program, he/she will be renewed under this alternative agreement for year five on the alternative contract. If the teacher does not successfully complete four years on the alternative contract, he/she will revert to the traditional contract. • Teachers in years five through six in the district shall participate in a series of graduate courses developed collaboratively among the district, the DMEA and an accredited institution of higher education, to include, but not be limited to: utilizing technology to engage students in and improve student learning, content-specific instructional strategies, performance-based assessments, assessment literacy, utilizing data to guide/modify instruction, collaborative evaluation of student work, providing constructive feedback to students, peer collaboration/feedback strategies. • Successful completion of this collaboratively-established curriculum will fulfill the requirements for a master's degree in effective teaching offered through DMPS in cooperation with an accredited institution of higher education. • Teachers who successfully complete the master's degree will remain with the district for at least an additional four years, serving as teachers, teacher-leaders, mentors, or in other roles, with at least 50% of their time spent in direct contact with students. • If teacher successfully completes eight years of teaching and completes the district professional development program, earning a master's degree, he/she will be renewed for year nine on the traditional contract. • If teacher leaves district employment prior to completing eight years of service to the district, he/she will be required to reimburse the district for costs associated with the teacher's coursework toward his/her master's degree, per DMPS Board policy.
XIII.	Teachers in years one through eight in the district shall have a work week equivalent of 90 minutes longer than the current contract, as directed by the district, to participate in requisite professional development activities.
XIV.	<p>Teachers in years one through four shall have two additional days of service for the purpose of participation in district-directed professional development.</p> <p>Teachers in years five through eight shall have one additional day of service for the purpose of participation in district-directed professional development.</p>
XV.	Current Contract
XVI.	<ul style="list-style-type: none"> • Teachers in years one through four will receive an increase of pay equivalent to 1% of their base pay for successfully completing a year's service and, if making adequate progress in the collaboratively-established professional development program, will receive another 0.5% increase. • Teachers in years five through eight will receive an increase of pay equivalent to 1% of their base pay for successfully completing a year's service and making adequate progress in the collaboratively-established professional development and master's

	<p>program.</p> <ul style="list-style-type: none"> Teachers in years five through eight will have the option of earning another 0.5% increase on their base salary by meeting student learning growth targets. Growth targets and how they are assessed shall be mutually agreed upon by the teacher and the building administration and may vary from teacher to teacher, team to team, and building to building. Growth targets shall be based on the needs of the students and shall clearly demonstrate meaningful student learning – respectful of multiple intelligences, varied needs of students, and different learning modalities, - which can be demonstrated through a variety of measures, including-but not limited to-portfolios, presentations, written work samples, essays, projects, performances, and tests. Growth targets must be based on the curriculum being taught and the District Graduate Ends and shall never be based solely on nationally-available, norm referenced tests. If the student growth targets are met, the teacher shall receive the additional financial compensation, which represents additional pay above and beyond the contractual salary, not a bonus. If student growth targets are not met, there will be no evaluative repercussions; however, teachers are encouraged, with support from their team, to reflect on the results and consider if adjustments in the teacher’s practice and/or assessment method should be adjusted for the subsequent year. Teachers in year nine will have an earned master’s degree in teacher effectiveness through the district program from an accredited university and will be compensated per the already existing salary schedule on the appropriate cell for their experience and education. Teachers in year nine and beyond will have the option of earning another 0.5% increase on their base salary by meeting value - added growth targets.
XVII.	Current Contract
XVIII.	Current Contract
XIX.	Current Contract
XX.	Current Contract
XXI.	Current Contract

APPENDIX 4.1: Salary Schedule

Years 1 -4

Year 1: \$40,256 (or Generator Base x 1.41*)	(\$40,256)
Year 2: Year 1 salary x 1% or 1.5%	(\$40,859)
Year 3: Year 2 salary x 1% or 1.5%	(\$41,472)
Year 4: Year 3 salary x 1% or 1.5%	(\$42,094)

Years 5 – 8

Year 5: \$45,680 (or Generator Base x. 1.6**)	(\$45,680)
Year 6: Year 5 salary x 1% or 1.5%	(\$46,365)
Year 7: Year 6 salary x 1% or 1.5%	(\$47,061)
Year 8: Year 7 salary x 1% or 1.5%	(\$47,767)

The above salaries include the Teacher Salary Supplement, which may be adjusted in future years.

*Generator Base will be determined by the 2012-2013 negotiated agreement.

**Generator Base will be determined by the 2016-2017 negotiated agreement.

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